

# Iowa School Nurse Scope and Standards of Practice

*School nursing is a specialized practice of professional nursing that advances the well-being, academic success, and life-long achievement and health of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy, and learning (NASN, 2005).*

## Standards of School Nursing Practice

<b>Standard 1. Assessment</b> The school nurse collects comprehensive data pertinent to the client's health or situation to assess <i>local education agency health services supporting school-community, identify needs and readiness to learn including; school indicator data, review of comprehensive school improvement plans, site visits and visit reports, and client service surveys.</i>		
<b>Measurement Criteria</b>	<b>Meets or exceeds expectations</b>	<b>Does not meet expectations</b>
1. Systematically compares and contrasts clinical findings with normal and abnormal variations and developmental events in forming a nursing diagnosis.		
2. Involves the client, family, school staff, other healthcare providers, and school community, as appropriate, in holistic data collection.		
3. Prioritizes data collection activities based on the client's immediate condition, or anticipated needs of the client or situation.		
4. Uses appropriate evidence-based assessment techniques and instruments in collecting pertinent data.		
5. Uses analytical models and problem-solving tools.		
6. Synthesizes available data, information, and knowledge relevant to the situation to identify patterns and variances.		
7. Documents relevant data in a retrievable format. Contributes health data to the LEA plan.		
8. <i>Additional Measurement Criteria for the Advanced Practice Registered Nurse: Initiates and interprets diagnostic tests and procedures relevant to the client's current status.</i>		
<b>Standard 2. Health Diagnosis/Indicators</b> The school nurse analyzes health assessment data to determine diagnoses or issues and <i>identifies quality indicators addressing district wide health services including; students identified and ready to learn, infants, toddlers, children, and youth are healthy, attending school, maintaining or improving academic achievement, and school staff are prepared to meet district wide indicators.</i>		
1. Derives the diagnoses or issues based on assessment data.		
2. Validates the diagnoses or issues with the client, family, school staff, school community and other healthcare providers when possible and appropriate.		
3. Documents diagnoses or issues in a manner that facilitates the determination of the expected outcomes and plan.		
4. Uses standardized language or recognized terminology to document nursing diagnosis in a retrievable form.		
5. <i>Additional Measurement Criteria for the Advanced Practice Registered Nurse:</i> <ul style="list-style-type: none"> <li>Systematically compares and contrasts clinical findings with normal and abnormal variations and developmental events in formulating a differential diagnosis.</li> <li>Utilizes complex data and information obtained during interview, examination, and diagnostic procedures in identifying diagnoses.</li> <li>Assists staff in developing and maintaining competency in the diagnostic process.</li> </ul>		
<b>Standard 3. Performance/Outcomes</b> The school nurse identifies expected performance/outcomes for a plan individualized to the client or the situation <i>establishing shared direction district wide.</i>		
1. Involves the client, family, staff, community, and other healthcare providers in formulating expected outcomes when possible and appropriate.		
2. Derives culturally appropriate expected outcomes from the diagnoses.		
3. Considers associated risks, benefits, costs, current scientific evidence, and clinical expertise when formulating expected outcomes.		
4. Defines expected outcomes in terms of the client, client values, ethical considerations, environment or situation with such consideration as associated risks, benefits and costs, and current scientific evidence.		
5. Includes a time estimate for attainment of expected outcomes.		
6. Develops expected outcomes that provide direction for continuity of care.		
7. Modifies expected outcomes based on changes in status of client or evaluation of situation.		
8. Documents expected outcomes as measurable goals.		
9. Uses standardized language or recognized terminology to document outcome in a retrievable form.		
10. <i>Additional Measurement Criteria for the Advanced Practice Registered Nurse:</i> <ul style="list-style-type: none"> <li>Identifies expected outcomes that incorporate scientific evidence and are achievable through implementation of evidence-based practices.</li> <li>Identifies expected outcomes that incorporate cost and clinical effectiveness, client satisfaction, and continuity and consistency among providers.</li> </ul>		

<ul style="list-style-type: none"> <li>Supports the use of clinical guidelines linked to positive client outcomes.</li> </ul>		
<b>Standard 4. Planning</b> The school nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes including <i>district wide data sources, baseline data, services to meet indicators, resources, responsible parties, a system for measuring efficiency and effectiveness of services, a process for reporting progress toward indicators, management services, and curriculum development and instruction assessment using research-based methodologies.</i>		
1. Develops an individualized healthcare plan considering the client characteristics or the situation (e.g., age and culturally appropriate, environmentally sensitive), with appropriate strategies for health promotion and disease prevention		
2. Develops plan in conjunction with client, family, school community, and others, as appropriate.		
3. Creates individual healthcare plans, as a component of the program for clients with special healthcare needs.		
4. Provides for continuity within the plan.		
5. Incorporates an implementation pathway or timeline within the plan.		
6. Establishes the plan priorities with the client, family, school community, and others as appropriate.		
7. Utilizes the plan to provide direction to other members of the school team.		
8. Defines the plan to reflect current statutes, rules and regulations, and standards.		
9. Integrates current trends and research affecting care in the planning process.		
10. Considers the economic impact of the plan <i>including professional development programs that respond to needs, management services, financial reporting, and purchasing, school technology support, planning, and staff development, and media services to supplement and support districts.</i>		
11. Uses standardized language or recognized terminology to document the plan in a retrievable form.		
12. <i>Additional Measurement Criteria for the Advanced Practice Registered Nurse:</i> <ul style="list-style-type: none"> <li>Identifies assessment, diagnostic strategies and therapeutic interventions within the plan that reflect current evidence, including data, research, literature, and expert clinical knowledge.</li> <li>Selects or designs strategies to meet the multifaceted needs of complex clients.</li> <li>Includes the synthesis of client's values and beliefs regarding nursing and medical therapies within the plan.</li> </ul>		
13. <i>Additional Measurement Criteria for the Nursing Role Specialty:</i> <ul style="list-style-type: none"> <li>Participates in the design and development of multidisciplinary and interdisciplinary processes to address the situation or issue.</li> <li>Contributes to the development and continuous improvement of organizational systems that support the planning process.</li> <li>Supports the integration of clinical, human, and financial resources to enhance and complete the decision-making processes.</li> </ul>		
<b>Standard 5. Implementation</b> The school nurse implements the identified plan.		
1. Implements the plan in a safe and timely manner.		
2. Documents implementation and any modifications, including changes or omissions, of the identified plan		
3. Utilizes evidence-based interventions and treatments specific to the diagnosis or problem.		
4. Utilizes community resources and systems to implement the plan.		
5. Collaborates with nursing colleagues and others to implement the plan.		
6. Provides interventions based on the current Standards of School Nursing Practice.		
7. Uses standardized language or recognized terminology to document implementation of plan in a retrievable form.		
8. <i>Additional Measurement Criteria for the Advanced Practice Registered Nurse:</i> <ul style="list-style-type: none"> <li>Facilitates utilization of systems and community resources to implement the plan.</li> <li>Supports collaboration with school nursing colleagues and other nursing colleagues and disciplines to implement the plan.</li> <li>Incorporates new knowledge and strategies to initiate change in school nursing care practices if desired outcomes are not achieved.</li> </ul>		
8. <i>Additional Measurement Criteria for the Nursing Role Specialty:</i> <ul style="list-style-type: none"> <li>Implements the plan using principles and concepts of project or systems management.</li> <li>Fosters organizational systems that support implementation of the plan.</li> </ul>		
<b>Standard 5A. Coordination of Care</b> The school nurse coordinates care delivery.		
1. Coordinates creation and implementation of the individual healthcare plan.		
2. Documents the coordination of the care.		
3. <i>Measurement Criteria for the Advanced Practice Registered Nurse:</i> <ul style="list-style-type: none"> <li>Provides leadership in the coordination of multidisciplinary health care for integrated delivery of client care services.</li> <li>Synthesizes data and information to prescribe necessary education and healthcare</li> </ul>		

<p>system and community support measures, including environmental modifications.</p> <ul style="list-style-type: none"> <li>Coordinates education and healthcare system and community resources that enhance delivery of care across continuums.</li> </ul>		
<b>Standard 5B. Health Teaching and Health Promotion</b> The school nurse provides health education and employs strategies to promote health and a safe environment.		
1. Provides general health education to the student body at large through direct classroom instruction or expert consultation.		
2. Provides health teaching that addresses such topics as healthy lifestyles, risk-reducing behaviors, developmental needs, activities of daily living, and preventive self-care as appropriate to client developmental levels.		
3. Uses health promotion and health teaching methods appropriate to situation and client's developmental level, learning needs, readiness, ability to learn, language preference, and culture.		
4. Promotes self-care and safety through education of school community regarding health issues.		
5. Promotes health principles through coordinated school health program for all in the school community.		
6. Seeks opportunities for feedback and evaluation of effectiveness of strategies used.		
7. Participates in assessment of needs for health education and health instruction for the school community.		
8. Provides individual and group health teaching and counseling for and with clients.		
9. Participates in design and development of health education materials, and other health education activities.		
10. Participates in evaluation of health curricula and health instructional materials and activities.		
11. Acts as a primary resource person to school staff (and others as appropriate) regarding health education and health education materials.		
12. <i>Additional Measurement Criteria for the Advanced Practice Registered Nurse:</i> <ul style="list-style-type: none"> <li>Synthesizes empirical evidence on risk behaviors, learning theories, behavioral change theories, motivational theories, epidemiology, and other related theories and frameworks when designing health information and client education.</li> <li>Designs health information and client education appropriate to client's developmental level, learning needs, readiness to learn, and cultural values and beliefs.</li> <li>Evaluates health information resources, such as Internet, within area of practice for accuracy, readability, and comprehensibility to help client's access quality health information.</li> </ul>		
<b>Standard 5C: Consultation</b> The school nurse provides consultation to influence the identified plan, enhance the abilities of others, and effect change.		
1. Synthesizes data, information, theoretical frameworks and evidence when providing consultation.		
2. Facilitates effectiveness of a consultation by involving stakeholders in decision-making process.		
3. Communicates consultation recommendations that influence the identified plan, facilitate understanding by involved stakeholders, enhance the work of others, and effect change.		
4. <i>Measurement Criteria for the Advanced Practice Registered Nurse:</i> <ul style="list-style-type: none"> <li>Synthesizes clinical data, theoretical frameworks, and evidence when providing consultation.</li> <li>Facilitates the effectiveness of a consultation by involving the client when appropriate in decision-making and negotiating role responsibilities.</li> <li>Communicates consultation recommendations that facilitate change.</li> </ul>		
<b>Standard 5D: Prescriptive Authority and Treatment</b> The advanced practice registered nurse uses prescriptive authority, procedures, referrals, treatments, and therapies in accordance with state and federal laws and regulations.		
1. Prescribes evidence-based treatments, therapies, and procedures considering the client's comprehensive healthcare needs.		
2. Prescribes pharmacologic agents based on a current knowledge of pharmacology and physiology.		
3. Prescribes specific pharmacological agents and/or treatments based on clinical indicators, the client's status and needs, and the results of diagnostic and laboratory tests.		
4. Evaluates therapeutic and potential adverse effects of pharmacological and non-pharmacological treatments.		
5. Provides client and family with information about intended effects and potential adverse effects of proposed prescriptive therapies.		
6. Provides information about costs, alternative treatments and procedures, as appropriate.		
<b>Standard 6. Evaluation</b> The school nurse evaluates progress towards attainment of outcomes to determine effectiveness of health services.		
1. Conducts a systematic, ongoing, and criterion-based evaluation of outcomes in relation to structures and processes prescribed by the plan and the indicated timeline.		
2. Includes the client and others involved in the care or situation in the evaluative process.		

3. Evaluates the effectiveness of the planned strategies in relation to client responses and the attainment of the expected outcomes.		
4. Documents the results of the evaluation		
5. Uses ongoing assessment data to revise the diagnoses, outcomes, plan, and implementation as needed.		
6. Disseminates the results to the client and others involved in the care or situation, as appropriate, in accordance with client and parent directions, state and federal laws and regulations.		
7. <i>Additional Measurement Criteria for the Advanced Practice Registered Nurse:</i> <ul style="list-style-type: none"> <li>Evaluates the accuracy of the diagnosis and effectiveness of the interventions in relationship to the patient's attainment of expected outcomes.</li> <li>Synthesizes the results of the evaluation analyses to determine the impact of the plan on the affected clients, families, groups, communities, and institutions.</li> <li>Uses the results of evaluation analyses to make or recommend process or structural changes including policy, procedure or protocol documentation, as appropriate.</li> </ul>		
8. <i>Additional Measurement Criteria for the Nursing Role Specialty:</i> <ul style="list-style-type: none"> <li>Uses the results of evaluation analyses to make or recommend process or structural changes including policy, procedure or protocol documentation, as appropriate.</li> <li>Synthesizes the results of the evaluation analyses to determine the impact of the plan on the affected clients, families, groups, school communities, and institutions, networks, and organizations.</li> </ul>		

### School Nurse Standards of Professional Performance

<b>Standard 7. Quality of Practice</b> The school nurse systematically enhances the quality and effectiveness of nursing practice.		
1. Demonstrates quality by documenting the application of the nursing process in a responsible, accountable, and ethical manner.		
2. Uses the results of quality improvement activities to initiate changes in school nursing practice and in the healthcare delivery system.		
3. Uses creativity and innovation in school nursing practice to improve care delivery.		
4. Incorporates new knowledge to initiate changes in school nursing practice if desired outcomes are not achieved.		
5. Participates in quality improvement activities. Such activities may include: <ul style="list-style-type: none"> <li>Identifying aspects of practice important for quality monitoring.</li> <li>Using indicators developed to monitor quality and effectiveness of nursing practice.</li> <li>Collecting data to monitor quality and effectiveness of school nursing practice.</li> <li>Analyzing quality data to identify opportunities for improving school nursing practice.</li> <li>Formulating recommendations to improve school nursing practice or outcomes.</li> <li>Implementing activities to enhance the quality of school nursing practice.</li> <li>Developing, implementing, and evaluating policies, procedures and/or guidelines to improve the quality of school nursing practice.</li> <li>Participating on interdisciplinary teams to evaluate clinical care or health services.</li> <li>Participating in efforts to minimize costs and unnecessary duplication.</li> <li>Analyzing factors related to safety, satisfaction, effectiveness, and cost/benefit options.</li> <li>Analyzing organizational systems for barriers.</li> <li>Obtaining and maintaining national certification in school nursing as well as state certification (if available).</li> <li>Implementing processes to remove or decrease barriers within organizational systems.</li> </ul>		
6. <i>Additional Measurement Criteria for the Advanced Practice Registered Nurse:</i> <ul style="list-style-type: none"> <li>Obtains and maintains professional certification if available in the area of expertise.</li> <li>Designs quality improvement initiatives.</li> <li>Implements initiatives to evaluate the need for change.</li> <li>Evaluates the practice environment and quality of nursing care rendered in relation to existing evidence, identifying opportunities for the generation and use of research.</li> </ul>		
7. <i>Additional Measurement Criteria for the Nursing Role Specialty:</i> <ul style="list-style-type: none"> <li>Obtains and maintains professional certification if available in the area of expertise.</li> <li>Designs quality improvement initiatives.</li> <li>Implements initiatives to evaluate the need for change.</li> <li>Evaluates the practice environment in relation to existing evidence, identifying opportunities for the generation and use of research.</li> </ul>		
<b>Standard 8. Education</b> The school nurse attains knowledge and competency that reflects current school nursing practice.		
1. Participates in ongoing educational activities related to appropriate knowledge bases and professional issues.		
2. Demonstrates a commitment to lifelong learning through self-reflection and inquiry to identify learning needs.		
3. Seeks experiences that reflect current practice in order to maintain skills and competence in clinical practice or role performance.		

4. Acquires knowledge and skills appropriate to the specialty area, practice setting, role, or situation.		
5. Maintains professional records that provide evidence of competency and life long learning.		
6. Seeks experiences and formal and independent learning activities to maintain and develop clinical and professional skills and knowledge.		
7. <i>Additional Measurement Criteria for the Advanced Practice Registered Nurse: Uses current healthcare research findings and other evidence to expand clinical knowledge, enhance role performance, and increase knowledge of professional issues.</i>		
8. <i>Additional Measurement Criteria for the Nursing Role Specialty: Uses current research findings and other evidence to expand knowledge, enhance role performance, and increase knowledge of professional issues.</i>		

### **Standard 9. Professional Practice Evaluation**

The school nurse evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations. The school nurse's practice reflects the application of knowledge of current practice standards, guidelines, statutes, rules, and regulations.

1. Provides age appropriate care in a culturally and ethnically sensitive manner.		
2. Engages in self-evaluation of practice on a regular basis, identifying areas of strength as well as areas in which professional development would be beneficial.		
3. Obtains informal feedback regarding one's own practice from clients, peers, professional colleagues, and others.		
4. Participates in systematic peer review as appropriate.		
5. Takes action to achieve goals identified during the evaluation process.		
6. Provides rationales for practice beliefs, decisions, and actions as part of the informal and formal evaluation processes.		
7. <i>Additional Measurement Criteria for the Advanced Practice Registered Nurse: Engages in a formal process seeking feedback regarding one's own practice from clients, peers, professional colleagues, and others.</i>		
8. <i>Additional Measurement Criteria for the Nursing Role Specialty: Engages in a formal process seeking feedback regarding role performance from individuals, professional colleagues, representatives, and administrators of corporate entities, and others.</i>		

### **Standard 10. Collegiality**

The school nurse interacts with, and contributes to the professional development of, peers and school personnel as colleagues.

1. Shares knowledge and skills with peers and colleagues as evidenced by such activities as multidisciplinary student assistance conferences or presentations at formal or informal meetings.		
2. Provides peers with feedback regarding their practice or role performance.		
3. Interacts with peers and colleagues to enhance one's own professional nursing practice and role performance and the health care of the school community.		
4. Maintains compassionate and caring relationships with peers and colleagues.		
5. Contributes to an environment that is conducive to the education of healthcare professionals and the whole school community.		
6. Contributes to a supportive and healthy work environment.		
7. Participates in appropriate professional organizations in a membership and/or leadership capacity.		
8. <i>Additional Measurement Criteria for the Advanced Practice Registered Nurse:</i> <ul style="list-style-type: none"> <li>• <i>Models expert practice to interdisciplinary team members and healthcare consumers.</i></li> <li>• <i>Mentors other registered nurses and colleagues as appropriate.</i></li> <li>• <i>Participates with interdisciplinary teams that contribute to role development and advanced nursing practice and health care.</i></li> </ul>		
9. <i>Additional Measurement Criteria for the Nursing Role Specialty:</i> <ul style="list-style-type: none"> <li>• <i>Participates on multi-professional teams that contribute to role development and, directly or indirectly, advance nursing practice and health services.</i></li> <li>• <i>Mentors other registered nurses and colleagues as appropriate.</i></li> </ul>		

### **Standard 11. Collaboration**

The school nurse collaborates with client, family, school staff, and others in the conduct of nursing practice.

1. Communicates with client, family, and healthcare providers regarding client care and the school nurse's role in the provision of that care.		
2. Collaborates in creating a documented healthcare plan focused on outcomes and decisions related to care and delivery of services that indicates communication with clients, families, and others.		
3. Partners with others to effect change and generate positive outcomes through knowledge of the client or situation.		
4. Documents referrals, including provisions for continuity of care.		
5. <i>Additional Measurement Criteria for the Advanced Practice Registered Nurse:</i> <ul style="list-style-type: none"> <li>• <i>Partners with other disciplines to enhance patient care through interdisciplinary activities, such as education, consultation, management, technological development, or research opportunities.</i></li> </ul>		

<ul style="list-style-type: none"> <li>Facilitates an interdisciplinary process with other members of the healthcare team.</li> <li>Documents plan-of-care communications, rationales for plan-of-care changes, and collaborative discussions to improve patient care.</li> </ul>		
<b>6. Additional Measurement Criteria for Nursing Role Specialty:</b> <ul style="list-style-type: none"> <li><i>Partners with others to enhance health care, and ultimately client care, through interdisciplinary activities such as education, consultation, management, technological development, or research.</i></li> <li><i>Documents plans, communications, rationales for plan changes, and collaborative discussions.</i></li> </ul>		
<b>Standard 12. Ethics</b> The school nurse integrates ethical provisions in all areas of practice.		
1. Uses the <i>Code of Ethics for Nurses with Interpretive Statements</i> (ANA, 2001) and <i>Code of Ethics with Interpretive Statements for School Nurses</i> (NASN, 1999a) to guide practice.		
2. Delivers care in a manner that preserves and protects client autonomy, dignity and rights sensitive to diversity in the school setting.		
3. Maintains client confidentiality within legal and regulatory parameters of both health and education.		
4. Serves as a client advocate assisting clients in developing skills for self-advocacy.		
5. Maintains a therapeutic and professional client–nurse relationship with appropriate professional role boundaries.		
6. Demonstrates a commitment to practicing self-care, managing stress, and connecting with self and others.		
7. Contributes to resolving ethical issues of clients, colleagues, or systems as evidenced in such activities as participating on ethics committees.		
8. Reports illegal, incompetent, or impaired practices.		
9. Seeks available resources to formulate ethical decisions.		
<b>10. Additional Measurement Criteria for the Advanced Practice Registered Nurse:</b> <ul style="list-style-type: none"> <li><i>Informs the client of the risks, benefits, and outcomes of healthcare regimens.</i></li> <li><i>Participates in interdisciplinary teams that address ethical risks, benefits, and outcomes.</i></li> </ul>		
<b>11. Additional Measurement Criteria for the Nursing Role Specialty:</b> <ul style="list-style-type: none"> <li><i>Participates on multidisciplinary and interdisciplinary teams that address ethical risks, benefits, and outcomes.</i></li> <li><i>Informs administrators or others of the risks, benefits, and outcomes of programs and decisions that affect healthcare delivery.</i></li> </ul>		
<b>Standard 13. Research</b> The school nurse integrates research findings into practice.		
1. Utilizes the best available evidence, including research findings, to guide practice decisions.		
2. Actively participates in research activities at various levels appropriate to the school nurse's level of education and position. Such activities may include: <ul style="list-style-type: none"> <li>Identifying clinical problems specific to nursing research (client care and nursing practice).</li> <li>Participating in data collection (surveys, pilot projects, formal studies).</li> <li>Participating in a formal committee or program.</li> <li>Sharing research activities or findings with peers and others conducting research.</li> <li>Critically analyzing and interpreting research for application to practice.</li> <li>Using research findings in the development of policies, procedures, and standards of practice in client care.</li> <li>Incorporating research as a basis for learning.</li> <li>Contributing to school nursing literature.</li> </ul>		
<b>3. Additional Measurement Criteria for the Advanced Practice Registered Nurse:</b> <ul style="list-style-type: none"> <li><i>Contributes to nursing knowledge by conducting or synthesizing research that discovers, examines and evaluates knowledge, theories, criteria, and creative approaches to improve healthcare practice.</i></li> <li><i>Formally disseminates research findings through activities such as presentations, publications, consultation, and journal clubs.</i></li> </ul>		
<b>4. Additional Measurement Criteria for the Nursing Role Specialty:</b> <ul style="list-style-type: none"> <li><i>Contributes to nursing knowledge by conducting or synthesizing research that discovers, examines, and evaluates knowledge, theories, criteria, and creative approaches to improve health care.</i></li> <li><i>Formally disseminates research findings through activities such as presentations, publications, consultation, and journal clubs.</i></li> </ul>		
<b>Standard 14. Resource Utilization</b> The school nurse considers factors related to safety, effectiveness, cost, and impact on practice in the planning and delivery of school nursing services.		
1. Evaluates factors such as safety, effectiveness, availability, cost and benefits, efficiencies, and impact on practice, when choosing practice options that would result in the same expected outcome.		
2. Assists the client and family in identifying and securing appropriate and available services		

to address health-related needs.		
3. Assigns or delegates tasks, based on the needs and condition of the client, potential for harm, stability of the client's condition, complexity of the task, and predictability of the outcome; and as defined and permitted by individual state nurse practice acts; and according to the knowledge and skills of the designated caregiver.		
4. Assists the client and school community in becoming informed consumers about the options, costs, risks, and benefits of health promotion, health education, school health services, and individualized health interventions for clients.		
5. <i>Additional Measurement Criteria for the Advanced Practice Registered Nurse:</i> <ul style="list-style-type: none"> <li>Utilizes organizational and community resources to formulate multidisciplinary or interdisciplinary plans of care.</li> <li>Develops innovative solutions for client care problems that address effective resource utilization and maintenance of quality.</li> <li>Develops evaluation strategies to demonstrate cost effectiveness, cost benefit, and efficiency factors associated with nursing practice.</li> </ul>		
6. <i>Additional Measurement Criteria for the Nursing Role Specialty:</i> <ul style="list-style-type: none"> <li>Develops innovative solutions and applies strategies to obtain appropriate resources for nursing initiatives.</li> <li>Secures organizational resources to ensure a work environment conducive to completing the identified plan and outcomes.</li> <li>Develops evaluation methods to measure safety and effectiveness for interventions and outcomes.</li> <li>Promotes activities that assist others, as appropriate, in becoming informed about costs, risks, and benefits of care or of the plan and solution.</li> </ul>		
<b>Standard 15. Leadership</b>		
The school nurse provides leadership in the professional practice setting and the profession.		
1. Engages in teamwork as a team player and a team builder.		
2. Works to create and maintain healthy work environments in local, regional, national, or international communities.		
3. Displays the ability to define a clear vision, the associated goals, and a plan to implement and measure progress.		
4. Demonstrates a commitment to continuous, life long learning for self and others.		
5. Teaches others to succeed by mentoring and other strategies.		
6. Exhibits creativity and flexibility through times of change.		
7. Demonstrates energy, excitement, and a passion for quality work.		
8. Willingly accepts mistakes by self and others, thereby creating a culture in which risk-taking is not only safe, but expected.		
9. Inspires loyalty through valuing of people as the most precious asset in an organization.		
10. Directs the coordination of care across settings and among caregivers, including oversight of licensed and unlicensed personnel in any assigned or delegated tasks as permitted by state nurse practice acts.		
11. Serves in key roles in the school and work settings by participating on committees, councils, and administrative teams.		
12. Promotes advancement of the profession through participation in professional school nursing and school health organizations.		
13. Demonstrates knowledge of the philosophy and mission of the school district, the nature of its curricular and extracurricular activities, and its programs and special services.		
14. Demonstrates knowledge of the roles of other school professionals and adjunct personnel.		
15. Coordinates roles and responsibilities of adjunct school health personnel within the school team.		
16. <i>Additional Measurement Criteria for the Advanced Practice Registered Nurse:</i> <ul style="list-style-type: none"> <li>Works to influence decision-making bodies to improve client care.</li> <li>Provides direction to enhance the effectiveness of the healthcare team.</li> <li>Initiates and revises protocols or guidelines to reflect evidence-based practice, to reflect accepted changes in care management, or to address emerging problems.</li> <li>Promotes communication of information and advancement of the profession through writing, publishing, and presentations for professional or lay audiences.</li> <li>Designs innovations to effect change in practice and improve health outcomes.</li> </ul>		
14. <i>Additional Measurement Criteria for the Nursing Role Specialty:</i> <ul style="list-style-type: none"> <li>Works to influence decision-making bodies to improve client care, health services, and policies.</li> <li>Promotes communication of information and advancement of the profession through writing, publishing, and presentations for professional or lay audiences.</li> <li>Designs innovations to effect change in practice and outcomes.</li> <li>Provides direction to enhance the effectiveness of the multidisciplinary or interdisciplinary team.</li> </ul>		

<b>Standard 16. Program Management</b>		
The school nurse manages school health services.		
1. Manages school health services as appropriate to the nurse's education, position, and practice environment.		
2. Conducts school health needs assessments to identify current health problems and identify the need for new programs.		
3. Develops and implements needed health programs using a program planning process.		
4. Demonstrates knowledge of existing school health programs and current health trends that may affect client care, the sources of funds for each, school policy related to each, and local, state, and federal laws governing each.		
5. Develops and implements health policies and procedures in collaboration with the school administration, board of health, and board of education.		
6. Evaluates ongoing health programs for outcomes and quality of care, and communicates findings to administrators and the board of education.		
7. Orients, trains, documents competency, supervises and evaluates health assistants, aides, and UAPs (unlicensed assistive personnel), as appropriate to the school setting.		
8. Initiates changes throughout the healthcare delivery system, as appropriate, using the results of school health environmental needs assessments, analysis of evaluation data, and quality-of-care activities.		
9. Participates in environmental safety and health activities (e.g. indoor air quality, injury surveillance and prevention).		
10. Adopts and uses available technology appropriate to the work setting.		

## Glossary

**Advanced practice registered nurse.** The school nurse practitioner is a registered professional nurse who has completed a formal course of study at a post-baccalaureate level with an expanded role beyond the scope of the school nurse generalist. School nurse practitioners provide primary health care to students registered to receive care in school-based and school-linked clinics or act as district employees to provide health services to all students. They collaborate with school nurses, other health care professionals, and educators. School nurse practitioners provide health assessments and appropriate health counseling and treatment for students. These functions, which may include prescriptive authority for medications and treatments illustrative of their scope of practice, are dependent on individual state laws and regulations, including state nurse practice acts. Advanced Practice Registered Nurses have master's degrees and national certification in their specialty. Advanced Practice Registered Nurses can be nurse practitioners or clinical specialists or both. They are differentiated by educational preparation and clinical practice (Advanced Practice Registered Nurses Council, 2003).

**Client.** Recipient of (school) nursing practice (ANA, 2004). The client can be a student, the student and family as a unit, the school population, or the school community (faculty and staff). The focus of care may shift from individual needs to the needs of a group.

**Plan.** A comprehensive outline of components of care to be delivered to attain expected outcomes (ANA, 2004). This would include an individualized healthcare plan (IHP), an individualized education plan (IEP) as part of the special education regulations (IDEA), an individualized family service plan (IFSP) as part of the special education regulations (IDEA), a 504 plan, and others.

**Role specialty.** A practice in which the school nurse primarily works in education, case management, health education, prevention (such as adolescent pregnancy and parenting, or infectious disease), program implementation (such as special education or 504 plan creation and implementation), disease specialization (such as diabetes, asthma, or cystic fibrosis), administration, or leadership (such as lead nurse or coordinator for a large school district). This practice requires advanced study at the master's or doctoral level and considerable expertise.

**School community**—All those who study and work in school districts and community including, when appropriate, community agencies, faith based groups, student families, and others.

Adapted from: National Association of School Nurses, Inc. and American Nurses Association. (2005). *School Nursing: Scope and Standards of Practice*. Silver Springs, MD: ANA.

Iowa Code (IC) and Iowa Administrative Code (IAC). (2005). Available online: <http://www.legis.state.ia.us>. Des Moines, IA: State of Iowa.

July 2005



# Comprehensive Evaluation: Summative Evaluation Form

School Nurse: \_\_\_\_\_ RN #: \_\_\_\_\_

Evaluator: \_\_\_\_\_

School Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Job: School Nurse (SN) \_\_\_\_\_ Year: 1 2 3

**Directions:** In the narrative under each standard, the evaluator should incorporate and address each criterion.

**1. DEMONSTRATES THE ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT'S STUDENT ACHIEVEMENT GOALS IN THE PROVISION OF HEALTH SERVICES.** (Possible behaviors, documentation data) The SN:

- Provides evidence of student learning and health services to students, families, and staff. (Communicates, reports, provides information)
- Implements strategies supporting student building and district goals. (Follows NCLB, IDEA, AEA plan, and district CSIP. Serves on committees, writes plans, posts mission and goals and student work)
- Uses student performance data as a guide for decision making. (Assesses and identifies student health, social, and emotional needs, hereafter noted as health needs, participates in team meetings, develops IFSP, IEP, IHP, and EP, and maintains records)
- Accepts and demonstrates responsibility for creating a building culture that supports the learning of every student. (Educates, monitors, and assists students and staff carrying out special health services, maintains education and student plan records)
- Creates an environment of mutual respect, rapport, and fairness. (Demonstrates caring and respect in meeting the health needs of students and staff -reported and observed by students, parent, and staff)
- Participates in and contributes to a school culture that focuses on improved student learning through health services. (Assesses and identifies the school health climate and seeks improvement strategies)
- Communicates with students, families, colleagues, and communities effectively and accurately. (Maintains contact data on communication with students, families, colleagues, and community services)

<b>Evidence to support attainment of or failure to meet standard:</b> _____	<b>Circle one:</b>
_____	Meets Standard
_____	Does not Meet Standard
_____	

**2. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE NURSING POSITION.** The SN:

- Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. (Identifies and shares health concepts in learning and incorporates into the IEP)
- Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. (Applies appropriate health development to learning in the IEP)
- Relates ideas and information within and across content areas. (Shares development health and learning data with others through IEP meetings)
- Understands and uses instructional strategies that are appropriate to the content area and health services. (Knows and discusses health strategies and documents in the IEP)

<b>Evidence to support attainment of or failure to meet standard:</b> _____	<b>Circle one:</b>
_____	Meets Standard
_____	Does Not Meet Standard
_____	

☐ Additional documentation/artifacts applicable to this standard are attached.

**3. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR HEALTH INSTRUCTION FOR STUDENTS AND STAFF.** The SN:

- Uses student achievement data, local standards, and the district curriculum in planning for instruction and health services. (Incorporates appropriate health data, standards, and attendance in the IEP)
- Sets and communicates high expectations for social, behavioral, and academic success of all students. (Includes health goals related to academic success in the IEP and IHP)
- Uses student developmental needs, background, and interests in planning for instruction and health services. (Assesses and identified student health needs considering background and interests in the IEP)
- Selects strategies to engage all students in learning and health services. (Interprets appropriate health strategies in the IEP)
- Uses available resources, including technologies, in the development and sequencing of instruction and health services. (Suggests and implements resources, technology, and instruction related to health needs)

<b>Evidence to support attainment of or failure to meet standard:</b> _____ _____ _____ _____	<b>Circle one:</b>
	Meets Standard
	Does Not Meet Standard

☐ Additional documentation/artifacts applicable to this standard are attached.

**4. USES STRATEGIES TO DELIVER HEALTH SERVICES MEETING THE MULTIPLE LEARNING AND HEALTH NEEDS OF STUDENTS.** The SN:

- Aligns classroom instruction and health services with local standards and district curriculum. (Describes student health needs in curriculum)
- Uses research-based instructional and health strategies that address the full range of cognitive and health levels. (Aligns research-based health information with instructional strategies)
- Demonstrates flexibility and responsiveness in adjusting instruction and health services to meet student needs. (Offers options in curriculum to meet health needs)
- Engages students in varied experiences that meet diverse needs and promote social, emotional, academic, and health growth. (Suggests health experiences appropriate to the student's health status)
- Connects students' prior knowledge, life experiences, and interests in the instructional process and health services. (Applies health)
- Uses available resources, including technologies, in the delivery of instruction and health services. (Uses health resources in instruction)

<b>Evidence to support attainment of or failure to meet standard:</b> _____ _____ _____ _____	<b>Circle one:</b>
	Meets Standard
	Does Not Meet Standard

☐ Additional documentation/artifacts applicable to this standard are attached.

**5. USES A VARIETY OF METHODS TO MONITOR STUDENT HEALTH AND THE IMPACT ON LEARNING.** The SN:

- Aligns classroom assessment and health services with instruction. (Aligns health to instruction assessment)
- Communicates assessment and health criteria and standards to all students and parents. (Communicates health criteria/standards)
- Understands and uses the results of multiple assessments to guide planning, instruction, and health services. (Knows and uses various health assessments to guide instruction)
- Guides students in goal setting and assessing their own learning and health needs. (Guides appropriate goal setting, assessment, and advocacy related to health status)
- Provides substantive, timely, and constructive feedback to students and parents. (Maintains contact and communication with students and parents)
- Works with other staff and building and district leadership in analysis of student progress. (Partners with staff and team members in health and learning assessment)

<b>Evidence to support attainment of or failure to meet standard:</b> _____ _____ _____ _____	<b>Circle one:</b>
	Meets Standard
	Does Not Meet Standard

☐ Additional documentation/artifacts applicable to this standard are attached.

**6. DEMONSTRATES COMPETENCE IN HEALTH SERVICES MANAGEMENT.** The SN:

- Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student. (Build and encourage a healthy student environment through policy and procedures and student evaluation)
- Establishes, communicates, models, and maintains standards of responsible student behavior. (Provide information and examples of healthy behaviors)
- Develops and implements classroom and health procedures and routines that support high expectations for learning. (Facilitate healthy school procedures and routines)
- Uses instructional and health services time effectively to maximize student achievement. (Create ways to incorporate health services into the learning environment with the least amount of time taken from instruction)
- Creates a safe and purposeful learning environment. (Facilitate healthy and safe school and school activity environments through policy and practices)

<b>Evidence to support attainment of or failure to meet standard:</b> _____ _____ _____ _____	<b>Circle one:</b>
	Meets Standard
	Does Not Meet Standard

☐ Additional documentation/artifacts applicable to this standard are attached.

**7. ENGAGES IN PROFESSIONAL GROWTH. The SN:**

- Demonstrates habits and skills of continuous inquiry and learning. (Demonstrates healthy behaviors and appropriate personal growth and professional memberships)
- Works collaboratively to improve professional practice and student learning and health. (Works with staff, students, and parents to promote student learning incorporating health needs)
- Applies research, knowledge, and skills from professional development opportunities to improve practice. (Continuously seeks to apply research in practice and share with others)
- Establishes and implements professional development plans based upon the needs aligned to the Nursing Standards and district/building student achievement goals. (Develops a personal professional development plan and participates in AEA professional development)

<b>Evidence to support attainment of or failure to meet standard:</b> _____ _____ _____ _____	<b>Circle one:</b>
	Meets Standard
	Does Not Meet Standard

☐ Additional documentation/artifacts applicable to this standard are attached.

**8. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE AEA. The SN:**

- Adheres to AEA board policies, procedures, and contractual obligations.
- Demonstrates professional and ethical conduct as defined by state law, AEA policy, and professional ethics.
- Contributes to efforts to achieve AEA and district and building goals.
- Demonstrates an understanding of and respect for all learners and staff and their health.
- Collaborates with students, families, colleagues, and communities to enhance student health and learning.

<b>Evidence to support attainment of or failure to meet standard:</b> _____ _____ _____ _____	<b>Circle one:</b>
	Meets Standard
	Does Not Meet Standard

☐ Additional documentation/artifacts applicable to this standard are attached.

☐ **The school nurse is a first year Beginning SN.**

☐ **The school nurse meets or exceeds the Comprehensive Evaluation Summative Evaluation**

☐ The SN fails to meet the Comprehensive Evaluation Summative Evaluation Standards.

☐ The SN meets the following Professional School Nurse Health and Performance Standards.

☐ The SN fails to meet the following Professional School Nurse Health and Performance Standards.

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_, 20\_\_\_\_ to \_\_\_\_\_, 20\_\_\_\_

SN Signature: \_\_\_\_\_ Date: \_\_\_\_\_

ADAPTED: 5/05

